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of teaching English would accustom pupils to early forms and call their attention to early literature.

Perhaps the teacher who uses this grammar may have a pupil at times who finds a difficulty in regarding the same word as two different verbs. It would be easier for such a learner to be shown that the verb was the same, but that in one sentence it was used *actively* and in another it was used *passively*; and, moreover, that this distinction lies logically in the subject and only formally with the verb. Another point which troubles pupils is the "object complement." Here is an illustrative example from the book: "The people made Washington president." The real object cannot be "Washington." What the people "made," or effected, was that Washington be president. "President" cannot properly be called "object complement," since Washington is subject of *to be* understood, and this infinitive is the real object of "made." But, with these minor defects of treatment, the grammar is eminently practical and sound.

ISAAC B. CHOATE

BOSTON, MASS.

A Practical Guide for Authors. By WILLIAM STONE BOOTH. Boston: Houghton, Mifflin & Co. Pp. 180.

The book bearing the title *A Practical Guide for Authors* by Mr. William Stone Booth is all that the title implies. Mr. Booth is not a theorist or a schoolmaster writing for beginners in English composition; he is a practical man who has had large experience with authors' manuscripts, and who has a very thoroughgoing knowledge of the nice points in the preparation of manuscripts for the printer. His book is not a manual for proof-reading and spelling, though it discusses these features adequately; it is not a book of an amateur who has studied the relationship between the publisher and the author, but it is a book of one who knows this relationship by actual contact; nor is the book one that gives set rules for punctuation according to a scheme drawn up from a series of rhetorics diligently conned and learned by rote. A glance at the well-made index shows that the author has touched on all the essentials that are likely to arise in the making of a book or the preparation of a manuscript. Teachers of English who have had little or no experience with the printer will learn much by reading this little book; authors and scribblers in general will find the book one which will save them much trouble in dictionary chasing. A distinctive feature of the book of interest to readers of this review is the part dealing with American and English rules for punctuation and spelling, and the rules for French and German spelling, and the division of Greek and Latin words. Aside from the scholarly work everywhere evident in the book, there is an interest not usually associated with books of a similar kind—in fact, Mr. Booth's book makes entertaining instruction of a very dry subject.

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